

Head Start



**National
Reporting
System**

Head Start National Reporting System

Final Program Report for Fall 2006

Webb County Commissioners Head Start

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FINAL PROGRAM REPORT ON FALL 2006 CHILD ASSESSMENT

The HSNRS assessment focused on measuring children's abilities in the three skill areas: Vocabulary, Letter Recognition, and Early Math. The English Language Screener was used to identify children who did not have sufficient English language skills to receive the three skill area tests. Children's performance in each area is reported in several ways on the following tables. Each program report includes separate assessment scores for all children who were assessed in your program in English and Spanish.

The first score in each row is the **mean score** for your program, which is the average number and percentage of items children answered correctly on the task (for example, "91% or 18.2 correct out of 20 items"). The tables also present the total number of items in the task.

The second score is the typical **skill level** for children in your program. Scores are reported according to a set of six skill levels (Levels 1 through 6), that represent specific accomplishments in each skill area. (The accomplishments represented by each skill level are described on page 2.) The average (median) skill level is the skill level of a "typical child" in your program. Half of the children in your program will have skill levels at or below this level, and half will have skill levels above this level. The percentage of assessed children who are at each skill level is also shown. From this information, you can get a sense of how your children are performing, on average, as well as the range of skills that children bring with them as they enter your program.

This report includes information on **final Head Start national average scores and skill levels** to provide contextual information for use in interpreting your final report. For Spanish-language reports for Head Start programs in Puerto Rico, **final average scores and skill levels for Head Start children in Puerto Rico** are provided. For non-Puerto Rico programs, **final average scores and skill levels for Head Start children in mainland U.S. programs** are provided.

Please note that the scores for the vocabulary, letter recognition, and early math tasks on the English assessment are only for children who passed the English Language Screener. On the Spanish assessment, scores for the Spanish vocabulary, Spanish letter recognition, and Spanish early math tasks are only for children who passed the Spanish Language Screener.

Other helpful information

- For each skill area, the percentages of children at the different skill levels will add up to 100 percent.
- You should guard against making comparisons of typical skill levels across skill areas, because definitions of skill areas differ. For example, skill level 3 in vocabulary is not necessarily equivalent to skill level 3 in letter recognition.

HSNRS CHILD ASSESSMENT SKILL AREAS

English/Spanish Language Screener: This task assesses children's ability to follow simple spoken instructions and give the English names of familiar objects. This component serves as a screen for identifying children whose knowledge of English is insufficient for them to receive the full assessment in English. Skill levels range from not being able to understand spoken directions at all (Level 1) to comprehending directions well in English (Level 6). For the Spanish-speaking language version, parallel skill levels describe the range of children's abilities in understanding spoken Spanish.

Vocabulary: This task asks children to show the meaning of spoken words representing parts of the human body or their functions, activities of daily living, emotions and feelings, work- or career-related activities, and plants and animals and their habitats. Skill levels represent the average vocabulary size of typical children at various ages. The lowest skill level (Level 1) represents the average vocabulary size of U.S. children (not just Head Start children) who are younger than 2½-years old. Given that most of the children participating in the HSNRS are 4 years old or older, the vocabulary of children scoring at this level is significantly less than what would be expected of children of that age. The highest skill level (Level 6) represents the average vocabulary size of U.S. children who are 5⅓-years or older.

Letter Recognition: This task assesses children's ability to recognize letters of the alphabet by name. Skill levels represent the number of letters children can identify, ranging from none (Level 1) to all or almost all of the letters (Level 6).

Early Math: This task assesses children's early math skills, such as recognizing one-digit numerals and basic geometric shapes, matching number names one-to-one with objects, solving word problems involving counting or simple addition or subtraction, making judgments involving relative sizes of objects, and interpreting simple measurements and graphic representations of quantities. Skill levels represent how many objects children can count and other math skills children at each level tend to have. Children at the lowest level (Level 1) typically can count only 6 or fewer objects. Children at the highest level (Level 6) typically can count 17 or more objects, and can solve problems using measurements or graphs. Although labels for Early Math Skills levels refer to performance on the Counting Blocks item, scores on all of the Early Math Skills items were considered as each child was assigned to a specific skill level. The Counting Blocks item gives each skill level a readily comprehensible significance.



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Baseline Skill Levels for Children Assessed in English at the Beginning of the 2006-2007 Program Year

Skill Areas	Mean Score	Average (Median) Skill Level	Percentage of Children at Each Skill Level						Head Start National Average Score	Head Start National Skill Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
English Language Screener	48% (9.6 correct out of 20 items)	3	Does not understand spoken directions at all (0-2 correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	79%	5
			26.4%	12.4%	15.0%	20.7%	18.6%	6.9%		
Vocabulary	50% 12.1 correct out of 24 items)	2	Vocabulary equivalent to 31-month old child or younger	32 through 39 months	40 through 47 months	48 through 55 months	56 through 63 months	64 months and older	59%	3
			45.7%	22.8%	16.4%	8.5%	3.6%	3.0%		
Letter Recognition	28% (7.2 correct out of 26 items)	3	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-26 letters	28%	3
			26.5%	16.3%	28.4%	12.6%	7.7%	8.6%		
Early Math Skills	52% (12.4 correct out of 24 items)	3	Child does one-to-one counting of 6 or fewer objects	Child counts 7-9 objects	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 or more objects	53%	3
			23.0%	21.4%	22.2%	18.4%	10.1%	4.9%		

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Baseline Skill Levels for Children Assessed in Spanish at the Beginning of the 2006-2007 Program Year

Skill Areas	Mean Score	Average (Median) Skill Level	Percentage of Children at Each Skill Level						Head Start National Average Score	Head Start National Skill Level
			LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6		
Spanish Language Screener	64% (12.8 correct out of 20 items)	4	Does not understand spoken directions at all (0-2 correct)	Very limited understanding of spoken directions (3-5)	Minimal understanding of spoken directions (6-10)	Moderate comprehension of spoken directions (11-15)	Comprehends directions fairly well (16-18)	Comprehends directions well (19-20)	63%	4
			6.6%	5.7%	18.1%	39.6%	27.1%	2.9%		
Spanish Vocabulary	58% (14.0 correct out of 24 items)	3	Vocabulary equivalent to 31-month old child or younger	32 through 39 months	40 through 47 months	48 through 55 months	56 through 63 months	64 months and older	54%	3
			2.4%	20.9%	28.9%	21.4%	13.5%	12.9%		
Spanish Letter Recognition	18% (5.4 correct out of 30 items)	2	Child identifies no letters	Child identifies 1-2 letters	3-9 letters	10-16 letters	17-22 letters	23-30 letters	13%	2
			35.9%	20.1%	23.4%	9.6%	5.3%	5.7%		
Spanish Early Math Skills	48% (11.5 correct out of 24 items)	1	Child does one-to-one counting of 6 or fewer objects	Child counts 7-9 objects	Child counts 10 or 11	Child counts 12 through 14	Child counts 15 or 16	Child counts 17 or more objects	43%	1
			51.6%	25.3%	15.4%	5.8%	1.6%	0.3%		



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Final Program Profile, Fall 2006

The table below shows basic information about the characteristics of your program, as well as the characteristics of the children in your program who were assessed for the HSNRS. This provides a description of the group of children on whom the Fall 2006 HSNRS Child Assessment Scores are based.¹ Program characteristics have been used to assign your program to a set of categories and to make it easier for you to compare the performance of your children with that of children in similar Head Start programs.

Program Characteristics	Your Program	Head Start National Averages
Average age (in months) of assessed children (Low/Moderate/High) ²	55.7 (Mod.)	54.4
Percentage of assessed children who are English Language Learners (Low/Moderate/High) ³	87% (High)	27%
Percentage of assessed racial/ethnic minority children (Low/Moderate/High) ⁴	0% (Low)	67%
Percentage of assessed children with identified disabilities	9%	7%
Percentage of assessed children in first year of Head Start	33%	45%
Percentage of assessed children in:		
Full-day classrooms	15%	51%
Part-day classrooms	85%	49%
Percentage of teachers with a Bachelor's degree or higher (Low/Moderate/High) ⁵	2% (Low)	41%
Urban or Rural Location	Urban	N/A
Program Auspices (Agency System/Public School System/Tribal government or consortium)	Agency	N/A
Federal Region	6	N/A

¹ The degree to which these percentages represent the characteristics of the children in your program depends on the number of children you were able to assess. If your program has a high assessment rate (i.e., you were able to assess all or almost all of your kindergarten eligible children), then these percentages will be representative of the kindergarten-eligible children in your program. However, if your program has a low assessment rate (i.e., you were able to assess only a few of your kindergarten-eligible children), then these percentages may not be representative of all of your kindergarten-eligible children.

² "Low" average age (in months) is defined as younger than 54 months; "Moderate" is 54-55.9 months; "High" is 56 months or older.

³ "Low" proportion of English Language Learners is defined as less than 15%; "Moderate" is 15-49%; "High" is 50% or higher.

⁴ "Low" proportion of racial/ethnic minority children is defined as less than 25%; "Moderate" is 25-74%; "High" is 75% or higher.

⁵ "Low" proportion of teachers with a Bachelor's degree or higher is defined as less than 30%; "Moderate" is 31-70%; "High" is 71% or higher.



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The table below shows basic information about the Fall 2006 assessments completed for your program.

	Your Program	
Total number of kindergarten-eligible children entered into CBRS	451	
Number and percentage of kindergarten-eligible children who dropped out of program	0	0%
Assessment was prohibited by child's IEP-IFSP	0	0%
Child had severe disability that prevented participation in assessment	1	<1%
No Spanish assessor available to administer Spanish Assessment	0	0%
Remaining number of kindergarten-eligible children for Fall 2006 assessment	450	
Parent refused to allow child to participate	0	0%
Prolonged absence during data collection period	0	0%
Repeated child non-cooperation	4	1%
Number of assessment statuses unknown or unreported	0	
Number and percentage of kindergarten-eligible children assessed in Fall 2006	446	99%
Valid English assessments only	60	
Valid Spanish assessments only		
Valid English and Spanish assessments	386	